

# UTAH ATE SKILL CERTIFICATION PERFORMANCE EVALUATION CHILD CARE — TEST # 323 Curriculum and Lab

The performance evaluation is a **required component of the skill certification process**. Each student must be evaluated on the required performance objectives. Performance objectives may be completed and evaluated anytime during the course.

- Students should be aware of their progress throughout the course, so that they can concentrate on the competencies that need improvement.
- Students should be encouraged to repeat the objectives until they have performed at a minimum of **80% (moderately to highly skilled level)**.
- When a performance objective has been achieved at a minimum of 80% (moderately to highly skilled level), **X (X = YES)** is recorded on the performance summary evaluation form. If a student **does not** achieve 80% (moderately to highly skilled level), then the space on the summary sheet for that objective is left **BLANK**.
- All performance objectives **MUST** be completed and evaluated prior to the written test.
- The teacher will bubble in **A** on the answer sheet for item **#81** for students who have achieved **Xs** on **ALL performance objectives**.
- The teacher will bubble in **B** on the answer sheet for item **#81** for students who have **ONE or more BLANKS** on the performance objectives.
- The signed summary evaluation sheet(s) **MUST** be kept in the teacher's file for two years.
- A copy is also kept on file with the school's ATE skills certification testing coordinator for two years.

Students who achieve 80% (moderately to highly skilled) on **ALL** performance objectives and 80% on the written test will be issued an ATE skill certificate.

## **OBJECTIVES**

## **THE REQUIRED PERFORMANCE OBJECTIVES ARE:**

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|------------------------------|---|
| 20.0102-0501                 | 1. Practice and apply guidelines for maintaining a healthy and safe environment and practice appropriate sanitation techniques. |
| 20.0102-0702                 | 2. Implement developmentally appropriate guidance practices.  |
| 20.0102-0702                 | 3. Evaluate problem behavior and demonstrate appropriate management solutions.  |
| 20.0102-0702                 | 4. Demonstrate the ability to maintain positive control in a large and a small group setting.                                   |
| 20.0102-0801<br>20.0102-0901 | 5. Develop and implement developmentally appropriate lesson plans with themes, objectives, concepts, and transitions.           |
| 20.0102-0802<br>20.0102-0902 | 6. Develop and implement a minimum of two developmentally appropriate language activities (fingerplays, stories, etc.)          |
| 20.0102-0802<br>20.0102-0902 | 7. Develop and implement a minimum of two developmentally appropriate pre-math activities (sequencing, sorting, etc.)           |
| 20.0102-0802<br>20.0102-0902 | 8. Develop and implement a minimum of two developmentally appropriate science activities.                                       |
| 20.0102-0802<br>20.0102-0902 | 9. Develop and implement a minimum of two developmentally appropriate creative arts activities                                  |
| 20.0102-0802<br>20.0102-0902 | 10. Develop and implement a minimum of two developmentally appropriate music and movement activities.                           |
| 20.0102-0803                 | 11. Create an 8x11 illustration of a developmentally appropriate teaching/learning visual.                                      |
| 20.0102-0804                 | 12. Evaluate various learning environments by listing the pros and cons.  |
| 20.0102-0903                 | 13. Draw or draft a developmentally appropriate learning environment.   |